 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**  **Lesson #: Facet:**

**Grade Level:**   **Numbers of Days:**

**Topic:**

**PART I:**

**Objectives**

**Student will understand that** being physical active will improve self-worth.

**Student will know key factual information on self-worth and be able to detect their own.**

**Student will be able to propose problems with self-worth.**

**Product:**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity

**Rationale:**

Students will be able to understand that their physiological responses may be altered depending on the amount of physical activity they participate in.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

**Section II – timely feedback for products (self, peer, teacher)**

**Summative (Assessment of Learning):**

**Integration**

**Technology:**

**Content Areas:**

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be making a star graphic organizer that will be customized by the teacher. Student will then do a think –pair-share activity that they will be able to discuss their answers to the questions and see if they differ.

**Section II – Groups and Roles for Product**

**Differentiated Instruction**

**MI Strategies**

**Logical**

**Verbal**

**Visual:**

**Musical:**

**Intrapersonal:**

**Interpersonal:**

**Kinesthetic:**

**Naturalist:**

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

**Extensions**

**Type II technology:**

**Gifted Students:**

**Materials, Resources and Technology**

*List all the items you need for the lesson.*

**Source for Lesson Plan and Research**

*List all URL and describe.*

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Content Notes**

Students will know…..

*Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)*

**Handouts**

*List the items that need to be printed out for the lesson.*

**Maine Standards for Initial Teacher Certification and Rationale**

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**Grade Level: Numbers of Days:**

**Topic:**

**PART I:**

**Objectives**

**Student will understand that**

**Student will know**

**Student will be able to do**

**Product:**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Rationale:**

**Assessments**

**Pre-Assessment: (Lesson 1 only)**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

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**Summative (Assessment of Learning):**

**Integration**

**Technology:**

**Content Areas:**

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**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:***

***Microscope:***

***Puppy:***

***Beach Ball:***

***Rationale:***

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

***Summative:***

***Rationale:***

***Rationale:***

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

***MLR or CCSS:***

***Facet:***

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

***Type II Technology:***

***Rationale:***

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***